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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Where we are in place and time** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  . Draws simple maps with references (Starting point-ending point) when walking the path  . Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape).  . Identifies and names numbers from 10 to 20 | | | | | | **Skills:**  L1 – L2- Listening and speaking- to directions. | | | | | |
| **Materials:**  Wood blocks, school map, places at school images, number worksheet. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 6** | | | | **Time: 1 block** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:**  Explain the children that they are going to rotate in three stations (clock wise). Explain the independent work and the time management. Divide the class in three small groups. | | | | | | | | | | | |
| **Main Activity:**  **STATION 1 (teacher) Extend patterns – Left side**  The teacher will have ready the beginning of a pattern using different objects with 2 variables (colour and shape), and with the children’s help they will extend the pattern to the right first, then the teacher will ask how can they extend it to the left; if they don’t know the teacher should explain where to start the pattern to extend it to the left. At the end, they should read it all. If there is extra time, the teacher can provide different objects with 2 variables (colour and shape) to do it by themselves.  **STATION 2 (teacher) Maps**  The teacher will show the school map asking why it is important and used for. Then, mention the starting point and choose one of the ending points; walk through it and talk about the references that are around those places.  **STATION 3 (independent) worksheet**   * Children have to join the dots from 1 to 20 in both sides until complete the two figures. * They have to count the dots and write the number * Write the missing numbers | | | | | | | | | | | |
| **Tier 1:** Ask these children to do the pattern both sides independently. If they finish soon, provide other material. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** Practiceextending pattern to the right. | | | | | | | | | | | |
| **Closing:** Ask children how did it go with the independent work and do the reflection about it.  Place the school map in a visible place and use the places at school images in the classroom to practice continuously the starting and ending point, tracing the corresponding path. | | | | | | | | | | | |